

MNE MARKING & ASSESSMENT POLICY

Assessment

Baseline assessment – During the Induction programme for new pupils they will complete a Reading & Spelling Age assessment and a cognitive assessment using WRAT5. They will also complete a PASS assessment which identifies possible barriers and readiness for learning. This provides important data for teachers who can use this to adapt lessons appropriately.

Minimum teacher GCSE targets are set at 4 at the start of Y10 unless there is up to date targets provided by the home school. At the end of Y10 teachers can amend these targets based on evidence and assessments produced whilst at MNE.

KS1, KS2 & KS3 pupils are assessed based on progression through the National Curriculum. The benchmark expectation for all subjects is 80%.

Formative assessment takes place lesson by lesson as the teacher establishes pupil strengths and areas for development in the form of live marking and verbal feedback.

Progress tasks take place during each half term in Years 10 & 11.

KS1, KS2 & KS3 summative assessments take place 3 times at strategic points within the year based on the need to secure knowledge and understanding before moving on to the next phase of the National Curriculum. The policy of using linear assessments ensures elements of prior learning are assessed alongside new learning.

Reflective Learning sheets are used to allow pupils the opportunity to improve their work by acting on their feedback. Pupils also record progress on a tracker sheet and have access to all their assessments. Pupils also use feedback to set their own termly action targets and identify with the teacher when they feel these have been achieved.

Achievement is recorded on an Arbor marksheet sheet regularly in order to track pupil progress across subjects.

Reporting

KS3 Assessments are marked with a percentage. There is benchmark of 80% which confirms that pupils are secure in their knowledge and understanding of the National Curriculum. If a pupil continues to achieve the benchmark for each assessment throughout the year this shows that they are making good progress as the assessments will get progressively more difficult and be assessing new knowledge alongside prior learning.

End of Term KS3 Reports provide the following information: attendance to lessons; benchmark percentage; percentage achieved by the pupil; areas of strength and areas for development.

End of Term KS4 Reports provide the following information: attendance to lessons; GCSE Target; current working grade; assessment grades achieved by the pupil; areas of strength and areas for development.

Weekly Marking

Pupils must be given opportunities to reflect and improve their work. Mistakes and misconceptions must be challenged in order for pupils to learn from them.

Marking takes place on one piece of work every 1 or 2 weeks to ensure pupils are given regular feedback with teacher comments on What Went Well and Even Better If. Purple pen is used for all marking.

Pupils will also be prompted to act on any verbal feedback given during the lesson. This encourages a dialogue between pupils and teachers.

Pupil work is organised either in files or exercise books chronologically.

Think Pink – work can be highlighted in pink to indicate to pupils where they may need to make a SPAG amendment or correction.

ER – Experience recorded/Practical work

VF – Verbal Feedback

In addition teachers will use positive forms of praise e.g. stickers, stamps, postcards home and raffle tickets.

Marking Assessments

WWW – What went well – is used to indicate to pupil's specific aspects of their work which is correct / good / improved. Green highlighter may be used to indicate this within pupil work.

EBI – Even better if – is used to provide constructive advice on how to make further progress and is highlighted in pink.

A Progress Task Feedback Sheet is used for this marking

Please also refer to the whole school policy on marking.